Essential Learnings for How To Unit

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| Lesson | Language | Writing | Reading |
| **1**  January 4th | Read *Houses and Homes*. Discuss the connection of how-to texts. | I can write a list of how-to topics. | I can use what I already know to help me understand what I am reading. |
| **2**  January 5th | Read *Big Orange Splot*. Discuss that people enjoy living in all different kinds of homes. Make connection for Reading Workshop (Making a House). | I can write a how-to for a classroom procedure. | I can read and follow directions to help me understand. |
| **3**  January 6th | Read *When Clay Sings* and discuss the importance of pottery in Native American Culture. Make connection for Reading Workshop (Making Clay). | I can check and fix my how-to. | I can read and follow directions to help me understand. |
| **4**  January 9th |  | I can check and fix my how-to. | I can read and follow directions to help me understand. |
| **5**  January 10th | Read *My Games* and help students appreciate that children from all cultures enjoy playing games. Make connection for Reading Workshop (Playing a Game). | I can choose a topic for my own how-to and begin writing. | I can read and follow directions to help me understand. |
| **6**  January 11th |  | I will continue writing my own how-to and check to make sure it makes sense. | I can read and follow directions to help me understand. |
| **7**  January 12th |  | I will revise my words and pictures. | I can read and follow directions to help me understand. |
| **8**  January 17th | Read *Peter’s Chair*. Make personal connections to the story. | I will revise my writing by using the how-to helpers chart. | I can retell the important events of a story in the right order. |
| **9**  January 18th | Read *Peter’s Chair*. Read for fluency and expression. Draw attention to using transition words. | I will revise my writing by using the how-to rubric. | I can retell the important events of a story in the right order. |
| **10**  January 19th | Read *Little Nino’s Pizzeria*. Review retelling a story. Make a connection how this story tells us how to make something. | I will reread my writing and revise adding nonfiction features. | I can retell the important events of a story in the right order. |
| **11**  January 20th | Read *Little Nino’s Pizzeria*. Read for fluency and expression. Review retelling a story. | I will reread my writing and revise adding nonfiction features. | I can retell the important events of a story in the right order. |
| **12**  January 23rd | Read *The Tortilla Factory*. Read for fluency and expression. Make a connection how this story also tells how to make something. | I will reread my writing and revise adding nonfiction features. | I can use the order of events in a story to help me retell and understand. |
| **13**  January 24th | Read *Where Did You Get Your Moccasins*? Make connection that they will read another book that teaches them how something is made. | I will reread my writing and revise checking punctuation. | I can use what I already know to help me understand. |
| **14**  January 25th | Reread *Where Did You Get Your* *Moccasins*? Read for fluency and expression. Think about what the story makes them think about in their own lives. | I will prepare for Author’s Celebration. | I can respond to a story and make connections. |
| **15**  January 26th |  | Author’s Celebration | I can read and follow directions. |
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